

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, JULY 9, 1887.

No. 7.

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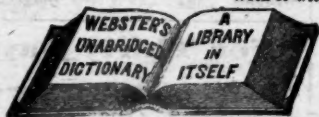
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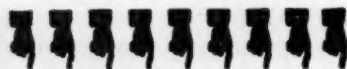


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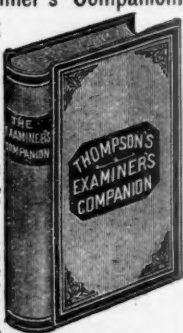
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Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, JULY 9, 1887

No. 7.

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It is a fact that all people who are at all worthy like to be recognized, like to have their work appreciated. There is more in this recognition than people dream of.

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"Take all ears captive,"

and carries conviction with it.

No man is more than half a man until he has the habit of acting with others, of feeling what it is to have common interests with them, of learning to sacrifice personal sentiments and individual impulses to the good of the people about him.



St. Louis, July 9, 1887.

J. B. MERWIN, Managing Editor
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WE certainly can afford with the large increase in the crops of all kinds this year, to make the school terms *nine months* and pay an average of \$50.00 to all the teachers. Where ever this can not be done, let us have Federal Aid to support and encourage local effort, that we may be able to pay the teachers at the end of each month in cash as other County and State officers are paid.

WE wish all our subscribers and correspondents would put the name of the State and the County on their letters as well as the name of the Postoffice so that we can do the same when we send this JOURNAL to them—then they will receive it regularly.

THE officers of the Mo. State Teachers' Association for the next year are as follows:

President—W. T. Carrington, Jefferson City.

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rick, Sedalia.

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Prof. Francis W. Parker, of Normal Park, Ill., occupied the evening with a lecture on "Common Schools as

They Were, Are, and Should Be," and said strong, brilliant, helpful words on the "should be" part of the subject.

THE scope of the Normal Institute says Dr. J. Baldwin, may be summed up in a few words: To improve the public schools by teaching the teachers what to study and how to study it; to train teachers to systemize their knowledge, and to present subjects in the most attractive form; to lead teachers to adapt the instruction to all grades of pupils, and to manage school business to the best advantage.

AMONG the valuable papers read at Sweet Springs, was one by Hon. R. D. Shannon on "Teacher's Institutes," which was warmly discussed by J. M. Shelton of Rich Hill, J. N. Barnard of Kirksville and J. T. Buchanan of Kansas City.

C. D. Adams of Springfield, read a valuable paper on "A Practical Education."

Prof. G. L. Osborne of Warrensburg, read a paper on the "Missouri State Normal Schools and Their Work."

F. W. Parker of Normal Park, Ill., gave an epitome of "Primary Instruction," an exceptionally good paper.

Prof. E. R. Long, of St. Louis, read an able paper on "School Supervision," urging its necessity and desirability. It was discussed by Profs. Greenwood and Buchanan.

An excellent paper entitled "Recreative and Instructive," was read by W. J. Hawkins of Nevada.

THE graduates of the Southern Normal University at Carbondale, Ill. (the large class, thirty-five or forty), did themselves and the Institution great credit by the originality, force and power evinced in the orations delivered and essays read at the Commencement Exercises, June 9th. Dr. Allyn, the Pres., has gathered in an immense constituency and is adding largely to the productive power and taxable wealth of all Southern Ills., by the efficiency and thorough-

ness of the work done at this Institution.

Friends were gathered to witness the exercises from all parts of the State, till the magnificent Auditorium of the Institution was taxed beyond its capacity two or three times over. Dr. Allyn and his able corps of instructors made every exercise and every day tell for the upbuilding of those who are so fortunate as to be able to avail themselves of the advantages this Institution offers.

LET us try and make a little more liberal provision for the next term of our schools. The teachers ought to have a little increase of wages, and those who have proved to be efficient should be held on to. The crops are splendid all over the country this year; the best authorities say there are *ten million bushels* of wheat more this year than ever before, and other crops, corn and cotton, are abundant in proportion, so that everybody feels well, and the result ought to be an increase in the school term and an increase in the wages of teachers in all the States. We hope this increase will be given.

WHY not adjust Federal aid to Education on the basis of excusing those States which do not want it—from participation in its distribution, and divide their share among those who do want it?

BETTER take a ticket to Chicago to attend the National Teachers' Association, over the Chicago & Alton R. R. The walking is good, but this hot weather, the large chair cars and Pullman Sleepers furnished by the Chicago & Alton road will make the trip pleasanter and quicker than to walk, and the expense is only a trifle more. Call on Mr. Knight, corner of Fourth and Pine, for tickets and further information.

THE more difficulty there is in creating good men, the more they are used when they come.

TEACHERS no more than other people are able to "make brick without straw," or in other words, they must be paid money enough to live, and to replenish their libraries, and to keep up with the most approved methods of teaching.

Will school officers have the good sense to see to it that this is done?

Generosity in this direction is but justice to a most deserving, overworked, but underpaid class of public benefactors.

THE government is a democracy—the government of all, by all, for all, and in the name of all.

A man is born to all the rights of mankind; all are born to them—so all are equal. Therefore, what the State pays for, not only comes at the cost of all, but must be for the use and benefit of all.

THE nation asks of her scholars better things than ancient letters ever brought: asks his wonders for the million—not the few alone.

GREAT sentiments burn now in half unconscious hearts, and great ideas kindle their glories round the heads of men.

Unconscious electricity, Truth and Right, flashes out of the earth, out of the air.

It is for the scholar to attract this ground-lightning, and this lightning of the sky, and condense it into useful thunder to destroy the wrong; then spread it forth a beauteous and a cheering light, shedding sweet influences and kindling life anew.

A few great men of other times tell us what may be now.

NOTHING will be done without toil—talent is only power of work, and genius greater power for higher forms of work—nothing without self-denial; nothing great and good save by putting your idea before yourself, and counting it dearer than your flesh and blood. Let it hide you—not your obesity conceal the truth God gave you to reveal.

IGNORANT men are the tools of the demagogue; how often he uses them, and for what purposes, we need not go back many years to learn.

Let the people be ignorant and suffrage universal—a very few men will control the State, and laugh at the folly of the applauding multitude whose bread they waste, and on whose necks they ride to insolence and miserable fame.

ONE day we shall see that it is a shame, and a loss, and a wrong, to have a criminal, or an ignorant man, or a pauper, or an idler, in the land; that the jail, and the gallows, and the almshouse, are a reproach which need not be.

Out of new sentiments and ideas, not seen as yet, new forms of society

will come, free from the antagonisms of races, classes, men—representing the American idea in its length, breadth, depth and height, its beauty and its truth—and then the old civilization of our time will seem barbarous and savage.

OUR teachers are "heroes," and Carlyle teaches us to say "of a hero all the good and as little evil as possible. We should dwell under the the greatest characters in use of their greatest characteristic."

Carlyle tells us that "we can not look however imperfectly upon a great man without gaining something from him;" and Emerson in the same strain says, "we can not even hear of personal vigor of any kind and great power of performance, without feeling fresh resolution."

We prefer these wise men as guides rather than follow those who run so-called Journals of Education merely to belittle, abuse and malign "the men and women, who, beyond all conception as Educators, are doing the solid, permanent, but silent work, for the upbuilding of good citizenship and for the future wealth and glory of the people in all these States, a work, by which individuals, the community and State, as Shakespeare says,

"Grow strong and great in substance and in power."

We want these men of wealth, the parents and the taxpayers who grow strong and rich by this labor, to know the fact that the work these teachers have done and the work they are still doing in education,

"Gives to every power a double power Above their functions and their offices"

And we are sure this will

"According to their strength and qualities," give them advancement."

We shall work on to secure these results and the co-operation of the best men and women in the nation to consummate this needed and great purpose.

GREAT MEN.

"Great men have reaching hands."—SHAK.

VICTOR HUGO tells us that it costs a great deal to be great in this world—perhaps this is why so few attain to greatness.

He says:

"The human mind has a summit—the ideal; to this summit God descends, man rises. In each age three or four men of genius undertake the ascent. From below, the world's eyes follow them. These men go up the mountain, enter into the clouds, disappear, reappear. People watch them, mark them. They skirt precipices; a false step would not displease certain of the lookers-on. They daringly pursue their road. See them aloft, already afar; they are no longer anything but black specks. 'How small they are!' says the crowd. They

are giants. On they go. The road is rugged, the scarped cliff resists them. At each step a wall, at each step a pitfall. As they rise, the cold increases. They must make their ladder, cut the ice and walk on it, converting obstacles into a stairway. Every storm is raging. Nevertheless these madmen make their way. The air becomes difficult to breathe, the abyss widens around them. Some fall; they have done well. Others stop and retrace their steps: there is sad weariness. Some intrepid ones continue, the elect persevere.

The dreadful declivity crumbles beneath them and seeks to sweep them away; glory is treacherous. Eagles eye them; lightnings blunt their bolts upon them; the hurricane is furious. No matter, they persist, they press upward. He who reaches the summit is thy equal, O Homer."

TEACHERS WANTED.

ANNA C. BRACKETT.

THE recent death of Dr. Mark Hopkins recalls, to many of us, memories of Pres. Garfield, who said that he owed the impulse of his life to the teaching of that venerable man. I think that it was he who said, that worth more than all the noble college buildings in the country, would be a plain wooden bench with Mark Hopkins at one end of it, if he could sit at the other. I have always since thought of that ideal wooden bench when I have been shown fine school buildings adorned with pictures and statues and furnished with every modern convenience.

Are we not sometimes in danger of forgetting, in our desire for fine school-houses, the fact that, after all, it is the teachers inside of the buildings, and not the buildings themselves, that make the school? Emerson says somewhere, that it does not make so much difference what a child learns, as of whom he learns it. This is only his way of stating the truth, that it is the personality of the teacher that will make its mark on the child's mind. After all the lessons have been recited and the school doors have been left for the last time, the effect that remains, the last result which the pupil holds over from his school, will be the view of life, the way of thinking, that he has gained from his teachers.

That is the one permanent thing, after all. This is only another way of saying that the end of all true teaching is the training of the mind, and not the acquisition of facts. If it were the latter, the man who knew the most would be the best teacher. But how often the only memory which the man retains of his school-days under one of these wise men, is that of painful effort to memorize certain facts, or that of tricks played to deceive; and

all this finally fades out, leaving nothing as a residuum.

But with the other kind of a teacher an ineffable mark has been left on the character of the pupil. No matter how wise he may grow, till he may have far outstripped his old instructor in many departments of knowledge, he is always forced to recognize with a tender, grateful thought, the touch of the creative hand which shaped his boyish thinking—the inflexible will which went down before no obstacle but bent like a swaying reed before any question of justice and right; the reverent search for the truth, the whole truth, and nothing but the truth; which led the way even in a simple arithmetical example; the undoubting faith and trust to which every lesson in natural science led up; the patient repetitions, the glad welcomings of the successes of the student.

It is not the Bible reading in the morning that he remembers now. It is the way in which the reading was done, and, more than all, it is the daily-life, going in and out among the children, that he remembers, and for which he is grateful.

Such are the feelings with which the pupils of Mark Hopkins thought and think of him. Such are the feelings with which the real creative teacher is sure to be looked back upon by those who were his pupils.

The teacher is an artist in the highest sense. And far more fortunate is he than all other artists in the material with which he works. The Greek sculptor might embody his highest ideas of grandeur in marble, and the Roman conquerors dash it to pieces; or, at any rate, what the Roman spared, Time will not spare. The painter may put his noblest thoughts on canvas, and hang the picture in the holiest place behind and above the altar in the most sacred building. It may be safe from the invader, but the smoke from the very incense and candles which are burned before it, will throw a veil over its beauty, and it will fade and grow indistinct as the years go by. The poet's words are liable to be destroyed. Only the teacher works upon indestructible material. His carving cannot be subject to decay; the pictures that he paints no smoke nor dust can injure; the poems that he writes sing on forever, not only in the hearts that he has directly spoken to, but in thousands of others that he will never know. He only may work out of the reach of discouragement and fear, high above all anxiety and foreboding. It is only in measure as the sculptor, painter, poet are teachers, that they may hope to share his immunity from loss.

To be a real teacher is to sow imperishable seed on ground that is quick with life, and under the sunlight and rain that never fail. And the fruit is abundant—a thousandfold. When such a teacher as Mark Hop-

kings dies, or when one of his grateful pupils dies, then we recognize the truth of these words. It is not only and it is not first of all college graduates that we want for the teachers in our Public Schools: it is real men and women that we want, first of all; true men and women, who shall influence by their character, and whose silent teaching of Truth, Honor, Sincerity and Earnestness, shall inevitably build up citizens for the Republic and make fast and sure the foundations of the rapidly growing nation.

When will our Normal Schools teach this lesson above all to those who are to go forth from them? When will our Colleges have a course on Humility for the graduating class among all the other courses of study, so that the graduates shall lay their hands to the work of teaching in a reverent spirit of consecration? Those of us who never knew Dr. Arnold in life, count him as one of our benefactors. We who never saw the face of Mark Hopkins, yet have heard his voice—for the voice of the real teacher "goes out to the ends of the earth" quickening and vivifying hearts that he never knew and lifting up hands that never touched his own.

The plain wooden bench on one end of which he sat, reaches far away beyond his horizon, and has room for thousands of listeners and learners. And there is always room and always there are teachers wanted at the other end.

It is hardly true that Infinity is dry of truths unseen as yet; there are truths enough waiting to be discovered. All the space betwixt us and God is full of ideas, waiting for some Columbus to discover new worlds.

Men are always saying there is no new thing under the sun; but when the discoverer comes they see their mistake. We want the new eye.

In America politics, more than elsewhere, demand greatness—for ours is, in theory, the government of all, for all, and by all. It requires a greater range of thought to discover the law for all than for a few; after the discovery thereof it is more difficult to construct a democracy than a monarchy or an aristocracy; and after it is organized it is more difficult to administer. It requires more manhood to wield at will "the fierce democracy" of America than to rule England or France; yet the American institutions are *germaine* to human nature, and by that fact are rendered more easy, complicated as they are.

We ought to remember and teach the pupils in our schools that these increased transit facilities have so abated the frictions of exchange that the raw material has quadrupled in price, while the cost of the manufactured product to the consumer has decreased in like proportion.



HON. H. W. BLAIR,
UNITED STATES SENATOR.

SENATOR BLAIR of New Hampshire says, that in the hands of the teachers and educators of the country, the future of our government must rest, and to them we must look for its safety. The existing condition of the public mind is such that the influence for good is largely bound up in the relation of the nation to the public schools.

In the past the general sentiment of the American people has been that the schools have only local support. The Public School is, in a sense, the government of the country. The Public School forms the basis of the government. Intelligence is its hope. It was the formative principle, and without it government cannot exist in a republican form.

If knowledge is indispensable to make, to preserve, and to perpetuate a republican government, then, the *National Government* should, for its own defence, insist upon having all of its people educated.

Citizenship that is based upon intelligence is the guarantee of its continuance and preservation. It is the simple right of self-defence.

Thus this power of securing intelligent citizenship should be exercised in accordance with the exigency and needs of the time. The support of the schools of the country, ordinarily, should depend upon local tax; but there may be times when the parent and the State cannot do this work, then the emergency should be met by national aid. This is an era of such transformation, and, until general intelligence can become universal through the common school, there must be help. When once this is secured, then the duty will revert to the State.

Illiteracy is the present danger. It makes no difference in what State it exists. An evil existing in one part of the nation will peril the whole country. In the southern and western por-

tions it is remarkable how the Public Schools have promoted the industry and the wealth of those sections. In the days of slavery labor was cheap, and the wants were few. With advancing civilization and universal liberty has increased the power of production.

Universal intelligence alone will equalize all of the conditions of society. Those that labor must have like compensation to secure like blessings of an advancing civilization. Only by common intelligence can common blessings and luxuries be enjoyed. Wealth will thus be universally diffused.

The National Aid Bill provides for \$77,000,000 as a means of correcting the evils of illiteracy. It was never a partisan measure. In the Senate the bill passed in the 48th Congress by vote of 33 to 11. In the House of Representatives it failed. In the 49th Congress it passed the Senate by a vote of 36 to 11, and failed in the House—although vast petitions from all parts of the country favored it—by the action of the committees, who had the power to control the action of the House proceedings. We have hope for the "bill" in the 50th Congress, and believe it will pass triumphantly. This will be a sublime result for education and for the country.



PROF. C. S. PENNELL.

"Whose star-like nobleness gave life and influence
To their whole being."—SHAK.

PROF. C. S. PENNELL, after more than a quarter of a century of most effective and honorable work as a teacher in the St. Louis High School and at the head of Mary Institute (a department of Washington University), has resigned and retires to private life.

His place for years has demanded the best of his whole being, and it has been given for the Education, conversion, purification and elevation of those under his influence. The whole man has been forever at work for this purpose;—head, heart, knowledge, time, body, possessions, all have been directed to this end.

In speaking of those who have been trained by him in all these years, Prof. Pennell says:

"Many have become teachers and

rendered no mean service; others in the Normal School, and have done credit to the city. Their enlightened methods have helped build up our schools; their zeal has warmed and kindled into life the slow and struggling communities around us. Mary Institute enjoys the service of five of these pupils now, and in the Smith Academy they are likewise represented. It is not superior learning or force of intellect that marks these teachers rather than those high moral qualities which make learning and intellect valuable. I mean devotion to duty, kindness and benevolence, generous enthusiasm, with hope to cheer and faith to sustain in every emergency of life."

Prof. Pennell in this great service rendered, has laid a silent but mighty hand upon the formative influences which have moulded into bloom and beauty the Christian culture and character of the mothers and daughters of St. Louis far beyond those with whom, as a teacher, he has come in direct contact.

THE *Republican* quotes admiringly the views of General Walker, and is evidently of the opinion that "anything to beat —" is an equally good policy in regard to the Public Schools.

The solicitude in regard to "our schools," would be more satisfactory if it were not accompanied by an unwillingness to exercise any family privilege but that of carping.

The attitude of such upholders of "our schools" reminds one of the testy East Indian officers of fiction—if there is no cause for complaint they could make one. The editorial privilege is very great, but does it extend so far as to lend value to positions untenable except as the assertions of a man in a position of power and influence?

"MASTERS know that education is an abolitionist." Is this the reason why presuming upon the ignorance of the reader such constant emphasis is laid upon the intentions of "our forefathers" (as popular rhetoric pleases to call those who built what many are too ignorant to properly value).

It is said that a rhetorical resemblance is not expected to be true in all respects. Still one could wish that the anxious friends of "Our Schools" would select a trait other than "a strong tendency toward writing down enemies and writing up friends, both by the grossest misrepresentation."

THE treatment of public interests other than the political, is suggestive of Densloza's remark about the future of one of his representative men: "To gratify the taste . . . of the average public, they fill up a few doubtful dates and salient events concerning his life, with righteous comments upon his wickedness."

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per annum in advance.

FRANK J. WISE, Pine Bluff, Ark. Editor
J. B. MERWIN, St. Louis.

APPRECIATION is one of the best incentives the world affords.

IT IS COMING.—The annual election of those teachers already permanent seems superfluous. As long as one is worthy, able, efficient, faithful, so long should her service be continued.—*Report of Lowell School Committee.*

EVERY Teachers' Institute held in the country this season, should without fail, pass resolutions petitioning Congress to pass the Blair Bill for Federal Aid to Education. Illiteracy is on the increase and the wages of teachers and the school terms are very short for lack of funds. Federal Aid will not do all, but it will do something, and let this everywhere be supplemented by local effort and local taxation.

THE R. R. of Texas made a round trip ticket for \$5.00 from almost every point in the State to those teachers who wanted to attend the Teachers' Association held at Dallas;—one of the most liberal and appreciative arrangements ever made by the Transportation Cos., of any State. It was such a testimony of the value and importance of the work the teachers are doing there, as is seldom given. It should be not only remembered, but recorded and published.

REPRESENTATIVE government is justice organized, reason animated, morality armed.

It is not ignorance, nor drunkenness, nor brutality, nor force.

Reason, justice, intelligence, growth power, spirituality—these are the elements our teachers implant.

It has come to be stated that we are over educating in this country; that we unfit people for the every-day duties of life by enlarging the sphere of their thought and the ambition and horizon of their life.

Strange as it may seem, this argument imposes upon many; it consists, in fact, in recommending us to make an attempt to live with as little life as possible.

But our own degradation is always accompanied by an uneasiness of mind for which we cannot account, and which unremittently attends upon us in secret. The discontent, the shame, and the weariness which it causes, are arrayed by vanity in the garb of impertinence and contempt; but it is very rare that any man can settle peaceably in this confined and desert sphere of being, which leaves him without resource in himself when he

is abandoned by the prosperity of the world.

Man has a consciousness of the beautiful as well as of the virtuous; and in the absence of the former he feels a void, as in a deviation from the latter he finds remorse.

MR. S. H. Knight, of the Chicago & Alton R. R., on the corner of Fourth and Pine, will fix out all the teachers who want to attend the National Teachers' Association to be held in Chicago July 12th to 15th, with round trip tickets at cheap rates. The Chicago & Alton R. R. you know is the shortest direct line between St. Louis and the city of cool breezes and abundant hotel accommodations, at the other end of the St. Louis bridge.

THE Peabody Fund has done a great thing to supplement local effort. In all the Southern States, Federal Aid will do a great deal to supplement local taxation to help the schools when this fund is exhausted. Let us have Federal Aid everywhere applied to help our schools until the people are so much interested as to vote sufficient local tax to continue the schools nine months in the year and pay an average of \$50.00 per month to all the teachers of the States.

WE shall present in each issue a fine array of the educators of the country, and the people will get a better and a clearer idea of the value and importance of the work our teachers are doing by looking over the columns of this JOURNAL from this time forward.

THE State Teachers' Association of Texas convened at Dallas and heard a large number of fine papers, and the result will be a more united effort in the work the teachers of that State are doing for the schools of that Empire of the Southwest. It was our pleasant privilege to meet a great many old friends and to make a large number of new acquaintances whose strength and good cheer reaches and inspires all from St. Louis to Brownsville, El Paso and Galveston.

Please mention this Journal in answering advertisements.

THE Southeast Missouri Teachers' Association held a strong and interesting session at Farmington, St. Francois Co., last week. The generosity of the people of Farmington was duly appreciated by the large number present.

The citizens generously opened their doors to entertain all who came, and it was a royal entertainment they gave too; but the teachers brought in intelligence, good cheer and a wider outlook into the possibilities of life into every home they entered, and so gave a full equivalent for all the courtesy extended.

Running Schools Running Schools

NORTHWESTERN SUMMER SCHOOL,

COOK COUNTY NORMAL SCHOOL, NORMAL PARK, ILLINOIS.
SIX AND ONE-HALF MILES FROM CHICAGO.

FRANCIS W. PARKER, Principal.

Beginning JULY 18 (right after National Convention of Teachers), and continuing 3 weeks.

FOUR DEPARTMENTS.

1. Principles, Methods and Technical Work. FRANCIS W. PARKER, DIRECTOR. W. W. Speer, Belle Thomas Helen Monfort, Tillie Coffin, and Everett Schwartz, assistants. Tuition, \$7.
2. Elocution, Music, and the Delsarte system. FRANK STUART PARKER, DIRECTOR. Martha Fleming, assistant. Tuition, \$6.
3. Kindergarten, and its application to primary schools. MRS. ALICE PUTNAM, DIRECTOR. Tuition, \$6.
4. Experimental Science—Botany, Zoology, Physics, Geology, and Mineralogy. GEORGE W. PARKER, GEORGE W. FITZ, DIRECTORS. Tuition \$6.

A teacher can work all the time on one subject to-wit: Arithmetic, Form, Molding in Clay and Sand, Writing, Drawing, Painting, Elocution, Kindergarten, Manual Training, or any department of Experimental Science. Teachers in all parts of the United States can buy tickets to Chicago at half rates, plus \$2. Board at Students Hall, \$6 per week, including a week of National Convention. Railroads stopping at Normal Park or Englewood, Rock Island, Lake Shore, Chicago & Atlantic, Monon, Chicago & Evansville, Pittsburg & Fort Wayne, Wabash, Eastern Illinois, etc. Apply for board at once. Address FRANCIS W. PARKER, Normal Park, Ill.

NIAGARA FALLS SUMMER SCHOOL FOR TEACHERS.

The Ablest Corps of Educators, presented by any Summer School in the Country.

Methods in all departments of school work. Special departments in Latin, Greek, German, French, Elocution and Music.
Board, \$8.00 per week. Session of 1887 will open July 18th and continue three weeks.

For full information address,

A. P. CHAPIN, Manager,

58 West Main Street, ROCHESTER, N. Y.

A thorough French and English Home

School for 20 Girls.

(No day scholars). Greatest care in all the English studies, French taught orally and practically in such way as to enable pupils to converse and understand the language in two years course. Terms, \$300.00 a year.
Address MME. HENRIETTE CLERC or MISS MARION L. PECKE, 4313-4315 Walnut Street, Philadelphia.
20-2-17 Mention this Journal.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

For programme, address Prof. GEO. J. BRUSH, Executive Officer, New Haven, Conn. 17-J-6-17

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Has Largest and Best Equipped conservatory building in the world; broadest curriculum of study; employs ablest corps of teachers, instructs largest number of students.

The Educational advantages of the Conservatory are grouped under the following schools:

1. A School for the Organ.
 2. A School for Singing, Formation and Cultivation of the Voice, Lyric Art, and Opera.
 3. A School for Violin, Quartet, and Ensemble Playing, Orchestral and Band Instruments, and Conducting.
 4. A School for Harmony, Composition, Theory, and Orchestration.
 5. A School for Church Music, Oratorio and Chorus.
 6. A School for Training Music Teachers for Public Schools, etc.
 7. A School for Tuning Pianos and Organs.
 8. A School for Physical Culture.
 9. A College of Music.
 10. A School for Common and Higher English Branches, Latin, Italian, German, and French Language.
 11. A School of Elocution and Dramatic Art.
 12. A School of Fine Arts.
 13. A Home for its Lady Pupils.
- Send for illustrated calendar, giving full information, to
E. TOURJEE, Director,
FRANKLIN SQ., BOSTON, MASS.

UNIVERSITY OF VIRGINIA.

(Founded by THOS. JEFFERSON.)
The 64th Session Begins Oct. 1st, 1887,

and continues nine months.
Thorough instruction in Literary, Scientific and Professional Departments, including Law, Medicine, Pharmacy, Engineering and Agriculture.
For Catalogue apply (P. O. University of Va., Va.) to CHAS. S. VENABLE, Chairman of Faculty.
20-7-21 Mention this Journal

ILLINOIS STATE NORMAL UNIVERSITY,

For the special preparation of teachers. The full Course of Study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High-School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar-School Department furnishes excellent facilities for obtaining a good, practical education. Tuition \$25 per year. Terms begin January 3, 1887, and April 4, 1887. For particulars, address EDWIN C. HEWETT, President, Normal, Ill.

AIKEN INSTITUTE.

AIKEN SOUTH CAROLINA.
Designed for the higher education of both sexes. Course of Study complete and exhaustive. Faculty composed entirely of specialists.
Climate of Aiken unsurpassed for healthfulness, as thousands of yearly visitors attest. Students can enter at any time.
For particulars concerning board, tuition, catalogue, etc., address the President,
FRANK H. CURTISS.
20-3-121 Mention this Journal

THE Chicago & Alton R. R. is the short direct route from St. Louis and the South for the teachers to take who attend the National Teachers' Association to be held at Chicago July 12 to 15th. The round trip tickets by this line are very cheap. Call on Mr. S. H. Knight, the General Agent, at the corner of Fourth and Pine, for tickets and further information.

By all means keep schools open nine months during the year, and in order to secure good teachers pay good salaries, and let us pay the teachers promptly at the end of each month as other State and County officers are paid.

MANUAL TRAINING SCHOOL

WASHINGTON UNIVERSITY,
SAINT LOUIS.

THE EIGHTH YEAR of this school will open on Monday, Sept. 12. New students who have not yet been examined and accepted must present themselves for examination on FRIDAY, SEPT. 9.

Candidates may apply from any town or State. The Junior or first-year class will consist of ninety-six members, about forty of whom have already been admitted. Pupils from the public schools should in general have completed the eighth grade.

Those who present certificates of having completed the district school course will be accepted without examination.

No boy whose age is less than fourteen years will be examined.

The written examination will comprise: Arithmetic, through interest; Geography, including Map-Drawing from memory; English Composition, including Spelling, and the correction of False Syntax.

There will be oral examinations in Mental Arithmetic and Reading. No account will be taken of mechanical tastes or technical skill.

Candidates for the second-year and third-year classes may apply at the same time.

Those who propose to enter either of these latter classes should take drawing and wood-work in the Summer School.

The tuition fees are: First Year, \$60; Second Year, \$80; Third Year, \$100. There is no way of earning money at the school.

A number of SCHOLARSHIPS, FREE or PARTLY FREE, have been established by the founders of the school, and it is the duty of the managers to fill a certain number of these each year. These scholarships are for the benefit of poor but respectable and promising boys. Several have already been assigned to members of the new class, and several remain to be filled.

In the school two hours per day are given to shop-work; four hours to recitation, drawing and study. Home study is required.

The school furnishes shop-tools and materials.

Trades are not taught. The tool instruction is broad and universal in character. The aim of the school is not to make mechanics, but men of intelligence, handiness and judgment.

Persons wishing for a catalogue giving in detail the theory and plan of the School, may write to the undersigned. Sets of old examination questions will be sent on application.

The Board of Managers consists of Edwin Harrison, 322 Pine Street; H. W. Elliot, Hydraulic Brick Co., Turner Building, Eighth Street; Samuel Cupples, Second and Olive Streets; William Brown, 1801 Lami Street; Wm. L. Huse, 409 Washington Avenue, and

C. M. WOODWARD, Director.

Manual Training School, 1801 Washington Ave.
St. Louis, June 28, 1887.

SUMMER INSTITUTES IN MISSOURI.

Beg n July 1, Cassville,	continues 4 weeks.
" " 5, Neosho,	" 4 "
" " 5, High Hill,	" 3 "
" " 5, Plattsburg,	" 4 "
" " 6, Steelville,	" 4 "
" " 18, Hillsboro,	" 4 "
" " 18, Bolivar,	" 2 "
" " 18, Kearney,	" 4 "
" " 18, St. Charles,	" 4 "
" " 18, Sedalia,	" 3 "
" " 18, Moberly,	" 3 "
" " 25, Gallatin,	" 4 "
" " 25, Troy,	" 4 "
" " 25, Lawson,	" 4 "
" Aug. 1, Carrollton,	" 2 "
" " 1, Osceola,	" 3 "
" " 1, Carthage,	" 4 "
" " 1, Grant City,	" 4 "
" " 1, Tarkio,	" 4 "
" " 1, New London,	" 4 "
" " 1, Lamar,	" 4 "
" " 1, Harrisonville,	" 2 "

The above institutes will be held at the time and place designated. Many others will be held that have not yet been arranged for time and place.

FOR larger salaries or change of position, address Teachers' Co-operative Association, 170 State street, Chicago, Orville Brewer, Manager.

WHAT do the opponents of Federal Aid for Education propose to do with the fact that illiteracy is on the increase.

WHEN a person has made for themselves a place as a successful teacher—even early in life—when he or she has become a new and strong interpreter of life's problems, even to the few and the young—when they train for a higher and purer style of citizenship, and all that is involved in this—then their physiognomy begins to be sought for, and it does all good to multiply these pictures and recognize and set forth their work. All are interested in these new saviours of society.

THE TABLES TURNED.

IT has been suggested, very appropriately we think, to turn the tables for a year and give the teachers a rest, so far as this constant and unjust criticism is concerned.

Suppose for a change, the teachers be allowed to rest from all these criticisms with which they are already surfeited; suppose they be allowed to sit in executive session on the school-boards; suppose they pass ordinances to the effect that the school-board members be reported upon; that they be "advised" to have always on file two or three educational journals *en evidence*; and that four times a year they be given a day to attend the Institute—the School-board Institute as it would be called.

Does any one imagine it would harm the average committee man to do all these things? Would it not rather be a revelation to him of things of which at this present time his eye hath not seen and his ear hath not heard. We believe he would return a wiser, a humbler, and a better

school-committee-man—more forbearing with the teachers, more in harmony with progressive teaching, and more in sympathy with the children.

When the school committee man has thus been properly trained and instructed, and so made wiser and better, then let us take hold of and instruct the parents and tax-payers, who stand behind the "committee" or the "school directors," and see if they, too, cannot be made wiser and better and more liberal.

Teach the people "that the efficiency of the common school depends upon the knowledge, skill, and spirit of the teacher, and that our greatest educational need is an adequate supply of well qualified teachers. That the shortest and cheapest way to supply this need is to make the compensation sufficiently ample, and the tenure of position sufficiently secure, to induce capable young men and young women to choose teaching as a permanent vocation, and to make adequate preparation for its successful practice.

Then take another year to teach these carping, thumping, so-called "Editors" of School Journals. "That the method by which improvements in the schools can best be realized is by affirming more than by denying; by presenting truth and making it attractive, more than by exposing errors and reproving those who commit them; by commending what is good

and pointing to a higher good, more than by condemning what is bad and pointing to ultimate ruin. Error is want of truth. When the want is realized, it is more rational to set to work to meet it in a positive and affirmative way, than to waste time and energy, and sour the temper, in exhibiting from every possible point of view the uncomely emptiness."

THE executive committee of Southern Illinois Teachers' Association met on the 17th instant, and arranged a program for the meeting to be held at Chester, Aug. 23, 24 and 25, next. Among the topics and speakers are: Primary Instruction, Hon. Henry Raab, School Exhibits, T. C. Clendenin, Cairo, Elmer Bishop, Du Quoin; County Institutes, by County Superintendents Hester M. Smith, Mound City, and Geo Harrington, Carlinville; Manual Training, Prof C. M. Woodward, St. Louis, Mo.; Grading County Schools, Jno. Trainer, Decatur, Ill.; Annual Address, Hon. Richard Edwards, State Superintendent; Examinations, P. C. Reid, Greenville. The largest school exhibit ever seen in Southern Illinois will be shown there. For information write J. C. Burns, Greenville, Robert Thacker, Sorento, or R. B. Anderson, Pinckneyville.

We call attention with pleasure to *The Stenograph Short-hand Machine*, by the United States Stenograph Co., 402 north 3rd St., St. Louis. We use several of these machines in our office, and have for years, so that we know that they are as stated "mechanically exact."

Merwin's Improved Patent Gothic Desk.

All the latest improvements Attached. Solid Double Tongue, Grooved, Continuous Curved Back and Seat. Unexcelled for Comfort and Durability.



Folding Seat mounted on the UNIVERSAL SCREW Hinge, and supplied with Spiral Steel Spring.

USE HOLBROOK'S IMPROVED LIQUID SLATING FOR YOUR BLACKBOARDS.

The Oldest and Most Popular. The Cheapest and Best. Produces a Perfect Slate Surface, either Black or Green. A gallon will cover about 250 square feet with three coats. Full directions for applying attached to every can. PRICES ON APPLICATION.

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For further information, circulars of Globes, Outline Maps, Slating, and everything needed in schools, call upon or address,

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

JUST praise is a debt.

To a noble nature there is no stimulus like honest commendation.

A kind word at the right moment might have saved many a soul from despair.

The following table is said to be reliable. It shows the amount of money expended in the United States for the various things enumerated:

Liquor	\$700,000,000
Tobacco	258,600,000
Sugar	187,000,000
Coffee, tea, cocoa...	130,000,000
Schools	110,000,000

It is said, that on the first Arbor Day, 12,000,000 trees were planted on western soil. Over twenty States now observe this beautiful custom.

We hope every State and every School District in every State will observe this day henceforth.

How grateful the shade of trees of our own hand planting!

God divided man into men that they might help each other.

CANON WIBERFORCE says: "I venture to assert that any political party binding itself to such an atrocious cause as the liquor traffic will by so doing be inevitably signing its death-warrant."

It is evident that this distinguished English clergyman believes with Senator Reagan, of Texas, that any party that expects to live must out loose from "the whisky-shops, the drunkards and the criminals."

He might also have said that no party can build itself on illiteracy—and Carlisle Randell and Harris had better take heed to this also.

OUR associate editors are only responsible for what appears over their own signature.

THE tax-payers, owe serious duties to the children of their fellow citizens. If you fulfill them wisely they will become your benefactors. If you neglect these duties, the children of the poor, the vagrant, the drunkard, the dissolute, will grow up as pests to morals, to property, to life itself, like blinded Samson among his foes.

THE *Texas School Journal* says truly that "nothing will help the teacher so much as the knowledge that his fellow teachers throughout the state are interested in his work and will rejoice to know of his success."



EDWARD S. MORSE.

PRESIDENT OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

"He was a scholar, and a ripe and good one; Exceeding wise, fair spoken."—SHAK.

PROF. MORSE was born in Portland Me., in 1838. At the age of 13 he began the systematic collection of shells and minerals. His name appeared as contributor to the collections of the Boston Society of Natural History when he was nineteen. At school in the Academy, Bethel, Me., his bias towards scientific pursuits was very strongly marked. He was a good draughtsman, and his first engagement after he left school to begin the battle of life, was as mechanical draughtsman in the Portland Locomotive Works.

For several years Mr. Morse was a student under the eminent Agassiz, at the Museum of Comparative Anatomy, Cambridge, Mass.

In the year 1866 he removed to Salem, where the *American Naturalist*, was founded by him and others. The honors received from learned bodies form an interesting list.

In 1868 he was made a Fellow of the American Academy of Arts and Sciences; in 1871 Bowdoin College gave him the honorary title of Doctor of Philosophy; in 1874 he was elected to a university lectureship at Harvard; and as a teacher and lecturer, he proved to be an eminent success. In 1876 he was chosen Fellow of the National Academy of Sciences; in the same year he was elected Vice-President of the American Association for the Advancement of Science, and then President of the same body.

Professor Morse has made three visits to Japan. The first time he was pursuing investigations in marine Zoology on the coast of one of the islands constituting that country, when he was invited by the Japanese Government to become Professor of Zoology in the Imperial University, Tokio. He accepted the appointment without returning home, and did not

resign it until he was able to leave the nascent collections in promising shape. During his residence in Japan he made one trip home. On the occasion of a third visit to this interesting country, in 1882, he completed a tour which included its entire extent. His ethnological and archaeological pursuits have won him fame perhaps equal to that following his attainments in Zoology.

It is in this way, and by such effort, that our teachers and educators add to and enrich the State and the Nation, paying back a thousand-fold the mere money cost of their attainments, and ten thousand-fold its cost in scientific discoveries, which add evermore immeasurably to the happiness and power of their fellow-men.



HON. CHARLES SUMNER YOUNG.

STATE SUPT. PUBLIC INSTRUCTION NEVADA.

"His State will lay upon him all the honor, That good convenience claims."—SHAK.

MR. YOUNG was born in Lyme, Ohio, 1852.

On his father's farm he was taught his letters and the wholesome lessons of industry, honesty, and economy. In the country school, for a few months of each year, he acquired the habits of an earnest student. At the age of fourteen he entered the High School in the neighboring town of Norwalk. Here for two years, by manual labor, he supported himself during term time. Then followed his experience as a teacher of school in rural districts, his graduation at the head of a large class from the high school at Monroeville in 1871, his career as a student in Baldwin University, and in the University at Delaware, Ohio. From the last named institution he was graduated with honors in 1875. In September of the same year he became the principal of the high school at Norwalk. The following June he was unanimously re-elected, but declined to accept, as he desired to spend the year in travel and study. July, 1877, found him teaching a private school at Virginia City, Nevada. In 1878 he was elected superintendent of Public Schools at Gold Hill, and a

year later he was chosen superintendent of the schools of Storey County, including Gold Hill, at a salary of \$3,000 per annum.

In 1882 he received the nomination for State superintendent of public instruction over six competitors, and was triumphantly elected for the term ending January 1st, 1887.

He belongs to that growing number who overcoming so-called "environment" develop traits of character out of which heroes are made.

Among these men are to be found the brightest specimens and the chief benefactors of mankind. It is they that keep awake the finer parts of our souls; that give us better aims than power or pleasure, and withstand the total sovereignty of Mammon in this world. They are the vanguard in the the march of mind; the intellectual pioneers reclaiming from the wilderness new territories for the thought and the activity of their happier brethren. Pity that from all their conquests, so rich in benefit to others, themselves should reap so little of honor for their work.

For more than eight years he has been the leading advocate of progressive education on the Pacific Coast, a portion of this planet where men without courage and capacity do not succeed. In educational councils he is regarded as a valuable member. He is vice-president of the International Congress of Educators, and a prominent officer in the National Educational Association having been elected president of the Department of Superintendence for the year 1886-7.

The Governor of California, acting under a concurrent resolution of the State Senate and Assembly, and the San Francisco Board of Education has appointed a delegation to represent the State at the meeting of the National Educational Association in Chicago, July 12 to 15. These representatives include Hon. Ira. G. Hoitt, State Superintendent of Public Instruction, Hon. Charles S. Young of Nevada, Supt. Frederick M. Campbell of Oakland, Principal Joseph O'Connor, and Principal Albert Lyser, editor of the JOURNAL, both the latter of San Francisco.

Mr. Young read an able paper on "Co-education of Races" at the National Meeting of Superintendents of Schools at Washington 1886. He is yet unmarried. His social qualities are of the best, and in all the vicissitudes of a busy life in the west he has preserved a character without a blemish, a reputation without a stain.

THE school in a quiet, effectual way, trains to habits of order, promptness, obedience, toleration and politeness—of mutual help and mutual forbearance. It trains to citizenship and self-restraint. In fact, these indirect advantages are nearly equal to the direct advantages sought for.



NELSON B. HENRY.

PROFESSOR OF THE SCIENCE AND
ART OF TEACHING, UNIVERSITY
OF NORTH CAROLINA.

"There's place and means for every man alive."
—SHAK.

THE history, career and growing success of this young teacher, reads more like a romance than a reality.

Born in Missouri in 1848, and losing his father at the age of five years, his mother, a woman of strong individuality, thoughtful, prayerful and loving, taught her boy to read, and thus gave him the key with which to unlock all doors and to open the way to all attainment. She felt then, as she has ever since, that nothing is too good for the boy whose vote may elect a president for sixty millions of people, or for the girl who may be the mother of that president.

The boy got a chance now and then at a term of school three months in the country; but, when plowing corn, began to calculate how many rows, how many hills of corn, how many ears and so on, until he became versed in the four ground rules of Arithmetic—his mother helping in the meantime in all manly ways, and in the formation of truth-telling, industrious habits.

Then he pitched into the books of theology he found in the library his father had left.

He writes "that a letter received from the Editor of the AMERICAN JOURNAL OF EDUCATION about 1871, gave me just what I needed—a strong pull in the direction of a higher Education. Having no money to pay a man for taking me over the St. Francois river, I waded across, to be able to attend a Teachers' Institute—which was to be held there—and after my clothes were dried I, engaged in a discussion with a distinguished gentleman present on the subject of "total depravity," and thought I vanquished him."

He at this time was induced, and fortunately entered the Normal School at Kirksville, Mo., under the direction and Presidency of that great educator and teacher, Dr. J. Baldwin.

He overworked himself, and for a time all his lessons were prepared by

the help of his room-mate, who read the lessons over and over to him.

He became deeply impressed, also, with the practical value to teachers and to the people too, of "Teachers' Institutes," laid plans, and made eloquent and earnest speeches in favor of County and District "Teachers' Institutes." If the people were not well enough posted as to their value and importance to provide a place in which to hold them, this young man secured a place, bought the candles, lighted up the Court House, gave his own notice, got the teachers and people together, and enthused them with his own indomitable energy.

He graduated, of course, from the Kirksville Normal School with honor, and was employed to teach immediately in his native county.

He was married after graduating, and has devoted himself with such untiring energy to work and to study, that one of the best posted, one of the most careful and conservative men in the State, writes us "that his growth in culture and intellectual power during the last two or three years has been phenomenal."

Now, as a result of his efforts in South-east Missouri, and the efforts of those associated with him, the largest rooms are filled to overflowing when an educational lecture is given, and one of the largest and best Normal Schools in the West, located at Cape Girardeau, has come to be a growing power in the State.



MRS. KATE J. BRAINARD.

What harmony is this?
My good friends hark!
Marvelous sweet music."—SHAK.

THIS lady, the talented leader of the K. J. B. Quartette, has been for years identified with musical progress in the city of St. Louis, and is at the head of the Musical Department of Mary Institute.

She is not only known as an eminent musician, but as a lady of the highest Christian character.

The K. J. B. Quartette is composed of Mrs. Douglas Phillips, Miss Alice Walte, Miss Mary Mense and Mrs. Laura Anderson.

The music rendered by this celebrated quartette at the closing exercises of Mary Institute, a few days since, was one of the chief attractions

as it always has been of this occasion.

Mrs. Brainard has done much to popularize the study of Music in both our Public and Private Schools.

Dr. Eben Tourjee, of the New England Conservatory of Music, in an address before the National Teachers' Association, said:

"If the subject of school-books is important, the subject of song-books can hardly be less so. The literary character and moral sentiment of the poetry which children learn will have an abiding effect upon them through life; or, rather, it would be more correct to say they will constitute a part of their moral nature during their existence.

While all poetry for children, therefore, should be intelligible and comprehensible by them, it should be select in diction, beautiful and graceful in style, harmonious in versification. It should be such, in all points, as, in after life, will never offend a mature and cultivated taste."



PROF. E. A. HAIGHT,
PRINCIPAL GLENDALE INSTITUTE,
KIRKWOOD, MO.

PROF. HAIGHT was born in Michigan in 1840; graduated from the Michigan Normal School in 1865, and from Shurtleff College, Upper Alton, Ill., in full classical course in 1868, receiving the degree of A. B. Three years afterward he received the degree of A. M., from the same institution.

In 1865, Mr. Haight organized the Preparatory Department of Shurtleff College, and had charge of it until 1870.

From 1870 to 1881 was Supt. of the Alton Public Schools, Alton, Ill.

Thus equipped, Prof. Haight, with zeal and efficiency and such enthusiasm as becomes contagious among his pupils and crowns his work with success, established his school, and has for years devoted himself to the training and education of boys, which will prepare them for the growing duties and responsibilities which this new age brings.

Your son is to go beyond you, to act in a larger sphere and under greater responsibilities; but the more that is required of him, the stronger will be his power of achievement, if

he is properly educated. Men always rise to the occasion. If any work is to be accomplished, somebody is sure to come forward and take it in hand, if properly trained and educated.

No matter how arduous the undertaking, if it is within the scope of human prowess, its completion will not be suffered to fail.

It may be hindered, thwarted, misdirected, but in the end it will be successful.

Prof. Haight trains boys for success, not overlooking the fact, that a high, manly, Christian character is the foundation stone of all permanent success.

How can we love a son without indulging the flattering hope that he will be generous and gallant, without wishing him that renown which may, as it were, multiply his existence, and make us hear from every side the name which our own heart is continually repeating?

Why should we not enjoy with rapture the talents of a son, the beauty of a daughter?

Can there be a more strange ingratitude towards the Deity than indifference for his gifts?

Are they not from heaven, since they render it a more easy task for us to please Him whom we love?

Glendale Institute, a Home School for boys, was established in 1882, and the number of students is limited to twenty, so that each may enjoy the attention and personal home training that special cases may need.

It is a fact that the taxpayers and the people need to know more about what our teachers are doing in the schools, and the school teachers too, need to know more about the people.

The tendency at present is toward a closer union of effort between teachers and parents. The ways and means and worth of the school are better known to parents than formerly.

Schools are conducted with more regard for the wishes and interests of the taxpayers. In many counties the channel of intercourse between the schools and the parents is the county paper containing an educational column. If our teachers wake up the county papers and through them wake up the community to the value and importance of their work, great good will be done. The printed page is to become more and more the regenerating power of the people. By all means keep up an interesting, crisp educational column of short items in the county newspapers.

Good, short, pithy articles in all our daily and weekly papers are needed. Lectures in every school house and church by teachers, preachers, lawyers, doctors, will prove invaluable. Voluntary associations of teachers in counties and townships, can accomplish much.

Start a "Reading Circle" and you will interest large numbers.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

"No man liveth to himself."

As an heir of the institutions of civil and religious liberty, which have been won by many a battle-field and ages of conflict; as an heir of the vast development of arts and sciences which constitute our modern civilization, the child is entitled to a peerless birthright, immeasurably grander than the transitory and precarious possessions of a noble or a king.

Every boy here is born to limitless possibilities and opportunities, and should be ready, by training and education, to enter his birthright.

WE rejoice to see the evidences of prosperity on the part of the *Journal of Education*, Boston and Chicago. Twenty-three or twenty-four pages of advertising means not only prosperity but an appreciation of the place and power of the *Journal of Education* under its new regime. The *Journal of Education* builds up the schools and school interests all the time in all the States and deserves for its solid persistent work in this direction not only an extended circulation but this deserved prosperity.

BUT the creative talent of imagination, for some moments at least, satisfies all our wishes and desires; it opens to us treasures of wealth; it offers to us crowns of glory; it raises before our eyes the pure and bright image of an ideal world; and so mighty sometimes is its power, that by it we hear in our hearts the very voice and accents of one whom we have loved.

THE *Illinois School Journal* for June displays much more vigor of treatment than is usually expended upon our educational magazines. Its reply to General Walker's limitation of arithmetic to simple computation is notably sane and excellent.

We had supposed that Boston had got through with the experiment of treating its Public Schools as a plaything for socially distinguished people the education of whose own children is not imperilled by official vagaries.

The schools cannot have lost the services of all experienced teachers and to such the claims of Colburn's Mental Arithmetic and a discipline added to readiness in computation must be familiar.

Arithmetic as well as any other branch of mathematics has a double office: First, it is a provision for the needs of ordinary life; Second, it is an efficient instrument in training in clearness and concentration of what

the ordinary person "is pleased to call his mind." If there is fault to be found, it must arise not so much from what is taught as from the manner of teaching. Methods and results will improve as soon as school officers cease either to content themselves with ignorance of the real work done in the schools, or with attempting to replace the teacher and convert his office into that of executing unintelligent schemes.

"The evils in our schools" will rapidly diminish when each member of the school body corporate is confined to its own proper function; the Board to pronouncing judgment; the superintendent to his proper office of executive; and the teachers to teaching and qualifying themselves to make useful suggestions about studies and methods rather than about candidates.

THE same number of the *Illinois School Journal* has an article by W. H. Ray. Under the title of "English in Our High Schools," he makes reasonable claim for less neglect of our mother tongue. Professor Ray, however, commits the usual mistake of regarding his centre not as that of his own circle but of the educational curve.

This is not the first time that our neighbors have seemed to be ignorant of the fact that in the St. Louis High School most of these desiderata have been attained. Under the name of Rhetoricals and English Literature, the St. Louis High School has a four years' course in English.

But in addition to this special study of English in its language and literature, provision is made for reading in connection with Physics, History, Zoology and Geology. The special study of English Literature is in charge of an unusually well-informed and intelligent teacher, and the results attained are correspondingly satisfactory.

St. Louis has never claimed her dues, but at least in its High School course, she has always been intelligent, liberal, thorough and partial to no one class of studies. Possibly the spirit manifested by the Iowa G. A. R. General prevails in Illinois and inclines teachers to learn from a city in a border State.

Certain it is not the enemies of the High School base their reproach upon its excellence, and not upon its failure to do well what it undertakes. Well may the editor have exclaimed, "Poor old Missouri!" if St. Louis is to be attacked by non-school-men at home, and neglected by school-men abroad.

THE man of wealth is not generally intelligent because he is rich, but rich because he is intelligent; and at the other end of the social scale we find the situation the same: the lower classes are not ignorant because they are poor, but poor because they are ignorant.

A BAD CASE OF COLIC.

HEREAFTER we shall print the name of our "colic" cotemporary "*Intelligence*" with a capital I. We have never felt called upon heretofore to afford it anything more than occasional mention—"intelligence"—its flicker has been so feeble and its light so murky and limited. But now it has published a letter which we have sent "out broadcast."

We are under some obligations to the Editor of *Intelligence* for publishing this letter. If there had been more of a circulation our obligation would have been greater, as it would have been more of a benefit to us.

If now he will publish two other letters which we have sent "out broadcast," bearing on the same subject, we will raise him from this small "*intelligence*" up to "*Intelligence*!"

In order to have the letter reach the teachers and educators we had to send it "out broadcast"—it never would have been seen if it had only appeared in "*intelligence*"—beg pardon—"Intelligence."

It seems to have given the Editor the "colic" bad, to print anything—even our letter—commendatory of the work our teachers are doing.

Poor fellow! this "buttermilk and head-cheese" diet don't seem to agree with him this warm weather. He does not seem to like a speech we made as the presiding officer at a Reception and Banquet, tendered Dr. and Mrs. Richard Edwards by their friends and former pupils, in St. Louis, a few weeks since, at the Southern Hotel.

We confess we did not have this poor "Ishmaelite" in mind at the time—and it would not have materially changed matters if we had; but we will promise this, that when the teachers of Chicago tender Dr. Edwards, State Supt. of Public Instruction of Illinois, a banquet, and when they choose this "buttermilk and head-cheese" Editor to preside over the festivities of the occasion, and he makes a better speech than we made, we will publish the speech—but it must be a better one than we made, remember; and we will give it a good circulation, too, by sending it "out broadcast."

We suggest—a mere suggestion only—that it is possible that what in this case really added poignancy to his grief, so to speak, and bitterness and a double twist to his intestinal canal with its convolutions—perhaps this acute attack of colic arises from the fact that we refused—for a consideration—to let Mr. E. O. Vaile into the columns of the AMERICAN JOURNAL OF EDUCATION with a "puff" of himself and his wares written by himself!

The reasons for this refusal to let him into our columns for a consideration, was, that some time since, he was kicked out of his place as Prin-

pal of one of the Chicago schools for *disreputable* conduct, and this too on the unanimous petition of the teachers of said school. That was the reason. We presume, too, that was the reason he was not invited to the "Edward's Banquet" in St. Louis.

But we are going to overlook these and other similar delinquencies now, as he ought by this time to have learned something, and because he has kindly and gratuitously published our letter, and so given his readers something of value and importance.

We hope when he recovers from this "bad spell" he will publish the other two letters bearing on the same subject, which we have also sent "out broadcast;" and if his "buttermilk and head-cheese" comments continue, it will all help, so far as the flicker of this feeble light of *Intelligence* extends.

We commend to his attention the previous, present and subsequent issues of the AMERICAN JOURNAL OF EDUCATION, also the following

FABLE OF THE ASS IN THE LION'S SKIN.

"An ass once put on a Lion's skin. It did not fit him very well; but he found that in it he could frighten all the timid, foolish little animals, so he amused himself by braying at and about them.

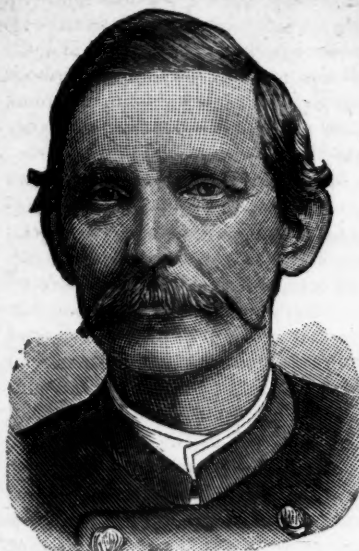
By-and-by he met a Fox, and tried to frighten him by roaring.

"My dear Donkey," said the wise Fox, "you are braying, and not roaring. I might, perhaps, have been frightened by your looks if you had not tried to roar: but I know your voice too well to mistake you for a Lion—you are only an Ass."

WE shall make room as fast as possible for our friends whose portraits and work deserve recognition in the columns of the AMERICAN JOURNAL OF EDUCATION. We are making arrangements to have portraits made more expeditiously. The work being done ought long before this to have received the recognition it deserves, and we look for new interest on the part of the people and the patrons of the schools, as the result of intelligence over ignorance and the capability it brings, over the imbecility which prevails among the unintelligent and uninstructed.

Please mention this Journal in answering Advertisements.

The Missouri Pacific and the Texas and Pacific and the Iron Mountain R. R. has made very liberal provisions to bring the teachers of the State of Texas, who wish to attend the Teacher's Association, to be held at Chicago July 12th to 15th. The teachers will not soon forget this courtesy, nor will they ever forget the liberal round trip \$5.00 tickets given the teachers who wished to attend the State Association held at Dallas.



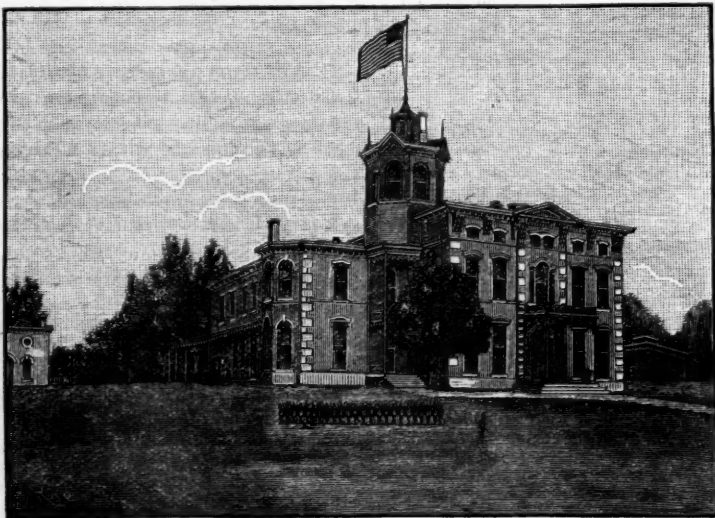
COL. ROBERT D. ALLEN,
A. M., M. D.

PRINCIPAL OF THE LOUISVILLE
MILITARY ACADEMY.

"You are appointed for that office."—SHAK.

It has been said truly that "none of us have lives that are wholly ours."

Col. Allen in his new position at the head of this Institution, answers the call of two great considerations—ability and experience in training young men. Realizing that ignorance is the night of the soul he has made the successive steps the mind takes towards light and power, a study physiologically and physiologically—this problem of the mystery of infancy, unfolding towards the grander mystery of life in its flower and perfection, he has most carefully and so successfully studied that already he has won a share in the glory and intellectual development of the race.



THE LOUISVILLE MILITARY ACADEMY.

The discipline and management of the pupils is as near as possible to that exercised by a wise father in the control and education of his boys at home. An experience of over thirty years in the teaching and management of boys has convinced the Principal that character, which is the main essential to a proper education,

is formed at an early age, and that, what we put into the first of life, we put into the whole of life.

He lends an ear, and catches early the voice that speaks from and to the heart—this field is his who can best cultivate it.

Col. Allen knows how to wish good for all and how to bring all to the good—this is his power—this is his success. Labor with him is life, and thought is light. He knows that it is impossible for the immense conflict of labor and achievement of past ages to remain unproductive, and on this basis he works and builds.

He is to-day by virtue of these elements of strength probably the most celebrated and certainly the most successful educator in the Southwest. It has long been a settled conviction with him that a boy's character should be trained as well as his mind. This theory Colonel Allen has succeeded in reducing to practice. Whilst developing the mind he watches the unfolding of the character with patient and vigilant care and caution. He learns the habits, ideas, and natural disposition of every boy under his tuition. He encourages the good, and in order to repress the bad he brings to bear directly on the boy himself every influence which his own ripe experience and liberal and thoroughly trained mind can suggest.

For nearly fifteen years he has been the Superintendent of the far-famed Kentucky Military Institute, a school that has been in successful operation for thirty-seven years. Out of this successful experience he has largely gained the superior fitness for the position he now fills.

We give below a cut of the beautiful building and extensive grounds of

At the age of fifty, the Principal is convinced that teachers can do the most for their pupils between the ages of eight and sixteen. His greatest success has been with boys of whom he has entire control during this period of life.

The use of tobacco and other stimulants by all employees and others is prohibited and prevented.

The Principal believes that the precepts of the Bible give the best foundation for character, and therefore prayer and other religious exercises, unsectarian in kind, are daily practiced.

Could our destiny, with all the future, be unfolded so we could read it, how every step of life would assume a new importance, and what a value we should place upon our school days.

We are sure that all who take an interest in educational methods will follow this new experiment with deep interest. It will have a wide-spread effect. Col. Allen's address is, Robert D. Allen, Box 28, Louisville, Ky., and he will be pleased to send circulars and full information of his plans to all who will inquire.

ILLITERACY.

THE growing danger from six millions of illiterates in this country, gives to all the work our teachers are doing a new importance, a new dignity and vaster power.

It kindles enthusiasm, gives vitality and unity to every effort made.

It inspires to patriotism and self denial, to a new love of our country and its institutions. Everywhere the feeling begins to dominate that God has given this country to men who can defend it; to women, who, for its sake, consent to the dangers of their brothers, their husbands, and their sons.

At the approach of the perils which threaten it, a fever, exempt from shuddering as from delirium, quickens the blood in the veins.

Every effort, in such a struggle, comes from the deepest source of inward thought. As yet nothing can be seen in the features of these generous citizens but tranquility; there is too much dignity in their emotions for outward demonstration; but let the signal once be heard, let the banner of their country wave in the air, and you will see those looks, before so gentle, and so ready to resume that character at the sight of misfortune, at once animated by a determination holy and terrible!

They shudder no more neither at wounds nor at blood; it is no longer pain, it is no longer death, it is an offering to the God of armies; no regret, no hesitation, now intrudes itself into the most desperate resolutions; and when the heart is entirely in its object then is the highest enjoyment of existence.

As soon as man has, within his own mind, separated himself from society and lives only for himself, to him life is only an evil; and if it be true, that of all the feelings, enthusiasm confers the greatest happiness, it is because, more than any other, it unites all the forces of the soul in the same direction for the same end, especially when that end takes on so great and so grand a work as to save this nation from the doom of darkness and imbecility by illiteracy.

Do not force the money into the Treasury of any State that does not want Federal Aid for schools—but divide it pro-rata among those who wish to build up the school system to the most efficient point.

WE THINK SO.

MISS MARIA L. PRATT asks in the *Popular Educator* if it "would not, on the whole, be a good thing if the great and small educators would, for a time turn their guns upon the committee-men, thereby not only giving the teachers the rare advantages of a blessed rest, but ensuring to them in the future the sympathy and co-operation of these same school-boards?"

The school-boards! As the Sapolio signs in our street-cars say, "Aye, there's the spot at which the bludgeon shall be hurled!"

HAVE some good Lectures to interest the people in the general subject of Education, in the evening, before the Institutes. Good music and good cheer will help also.

Go to the Institutes, and take pencil and paper, and preserve all the good suggestions made. They will help you.

DON'T overwork the teachers at the Institutes this hot weather.

We hope all the teachers will be on hand at the great meeting in Chicago, July 12 to 15th.

RECENT LITERATURE.

AND now Prof. William T. Harris, the distinguished representative of the Concord School of Philosophy, is to appear as a critic of Henry George's land theory. An article from him will be published in the July number of the *Forum*.

HON. DAVID A. WELLS will contribute to the July *Popular Science Monthly* the first of an important series of papers on "The Economic Disturbances Since 1873." Mr. Wells proposes to review the history of these disturbances, and to point out agencies to which such wide-reaching commercial depression may be properly attributed.

H. S. EDWARDS, of Macon, Georgia, the author of "Two Runaways," will have a new story illustrated by Kemble, in the *Century* for July. It is entitled "Sister Todhunter's Heart."

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

THE good man differs from God in nothing but duration.

It would be generous to lend our eyes and ears, nay, if possible, our reason and fortitude, to others, whilst we are idle or asleep.

HE that has universal sympathy with men in all conditions of life, which makes all their victories his own, and draws his strength and his inspiration from this wide circuit of influence. His memory is full, his horizon wide.

In politics, when the institutions are established, men often think there is no room for discoverers and organizers; that administrators alone are needed, and choose accordingly.

But there are ideas well known, not yet organized into institutions: that of free trade, of peace, of universal freedom, universal education, universal comfort—in a word, the idea of human brotherhood.

These wait to be constructed into a State without injustice, without war, without slavery, ignorance or want.

LESSON ON ALCOHOL.

"Thou invisible spirit of wine,
If thou hast no name to be known by,
Let us call thee—Devil."—SHAK.

1. What it is, how and from what produced.

As the natural result of fermentation, or "working" of anything sweet; making of cider, wine, beer.

As the product of distillation, separating it from wine, or fermenting grain, apples, peaches, etc.

2. Immediate effect (upon those unaddicted to its use).

Excitation (and with quantity increased), excitement, stupidity, helplessness.

Effect upon the stomach, the breath, the nerves, and the head, when taken in moderate quantity.

3. Gradual, steady and insidious effects of frequent indulgence.

Desire; slight at first, and as habit grows, more exacting. Victim becomes self-deceived and thinks it necessary to his comfort, his health, or capacity for business. Practice of making excuses; dissimulation, falsehood, apt to intervene. If still continued, every instance of indulgence strengthens the habit; it becomes controlling and persistent.

4. Effects upon business, character, reputation.

Disqualifies the mind from clearness of thought and apprehension. The victim's business, character, self-control and self-respect and reputation begin to suffer.

His moral sensibility steadily declines, and he does not regard the habit of drinking, or even of being drunk, as he used to do.

5. Effect, at this stage, upon the stomach, breath, lungs and nerves.

Appetite variable, stomach partially and in

spots inflamed, sometimes loathes wholesome food, sometimes craves unwholesome food. His breath is very disagreeable. His nerves are unsteady, hand begins to tremble; he has frequent headache, and stomach out of order. Does not attribute these ailments to his habit of drinking, but to something else.

6. At this stage he frequently resolves to reform, and quit drinking.

Nine out of ten of drinking men resolve to reform, and sometimes *try very hard* to keep the resolution. Probably not one in ten is able to keep it. They have been in the habit of associating with drinking men. Their comrades know them as drinking men, and call upon them as such. Rather than give offence, and accustomed to yield to temptation, the man who resolved to stop, takes a drink, and his resolution is gone.

7. Every time a good resolution is broken, the capacity to maintain it thereafter is much weakened.

The nervous system, upon which moral and mental energy depend, becomes seriously impaired; and the victim gradually and quietly takes a lower standard of thought, of action and of companionship.

His former friends avoid him. He does not keep his promises. His business has fallen away. If he is a working man, a mechanic or laborer, he is the first to be discharged when "hard times" come on. His family suffers for the necessities of life.

8. He has now lost his character, his friends, his property, his health, his capacity for business; and if a workingman, he can command only the lower and most precarious grades of employment.

Character gone; all reputable people naturally avoid him. He finds his most congenial friends among his drinking associates.

He is now liable to the *whole category of diseases*. His liver is out of order, and his cheerfulness all gone. His stomach, accustomed to constant stimulus of drink, cannot digest his food.

His bodily strength is much impaired; his walk unsteady, his complexion bad, his eyes dull and heavy, his hands trembling. He shuns observation; while the craving for liquor now overbears every other wish or desire. He cannot do without it.

9. At this point in his career, he must have drink, and must have the money to procure it.

Ordinary resources are gone. He cannot borrow any more, nobody will lend him. Here comes the temptation, and crimes are apt to begin; theft, robbery, burglary, etc. More than two-thirds of the criminals in our prisons and penitentiaries are brought there as the consequence of alcoholic drink.

One after another of his true friends have become discouraged about him, and have given him up as a hopeless case.

Although extreme instances have been known of reform and recovery even at this condition, such instances are very rare; they are highly exceptional. The victim is bound in the chains of infatuation, and usually sinks into an early and dishonored grave.

10. During his entire career "down the hill," the victim's friends and family have suffered with him, as the consequence of his vice.

He has lost the respect of everybody. Thoroughly broken down, he may linger a few years but every slight illness imper-

ils his life. When sick, the physician finds his case to be the most difficult of all his patients. His stomach is ruined. The ordinary effect of appropriate medicines fails entirely. He has lived too long on *stimulus*, and no ordinary stimulus affects him.

11. Statistics of Drunkenness. Among a population of fifty millions in the United States, and dividing those addicted to liquor into four classes, we have:

A. Of beginners, who indulge very moderately, but who are entering upon the career of the drunkard, about 2,000,000.

B. Of those *addicted* to it, and who now *require* its use, and constantly *hanker* after it, until they get it, about 1,500,000.

C. Of the third class, who are fast losing character and credit, business capacity, and respect and confidence of friends and relatives, about 1,250,000.

D. Of the regular drunkards (although numbers of them are constantly dropping away, from accident, violence or slight disease, but constantly recruited from Class 3), we have at least on hand, 750,000.

E. At all times, at least, ten per cent. of our population is *on the march* to the drunkard's grave.

12. From this view of the evil, it is plain that the only remedy is not by undertaking to *reform* the drunkard, but by *avoiding* the *first class*.

A. Because the 1st class is soon degraded into the 2d, and the 2d into the 3d, and the 3d into the 4th.

B. The infatuation and self deception is apt to occur to the *first class*—they always think themselves in no danger at all. It is only the 4th class that find they are *in danger* and *that* at the hopeless stage.

COMPULSORY SCHOOL ATTENDANCE.

WE must get ready to face this question of Compulsory School Attendance. Rev. T. De Witt Talmage in a recent sermon, said:

"I say that we must depend upon the school for a great deal of correcting influences. A community can no more afford to have ignorant men in its midst than it can afford to have uncaged hyenas. Ignorance is the mother of hydra-headed crime. Thirty-one per cent. of all the criminals of New York State can neither read nor write. Intellectual darkness is generally the precursor of moral darkness.

I know there are educated outlaws—men who through their sharpness of intellect, are made more dangerous. They use their fine penmanship in signing other people's names, and their science in ingenious burglaries, and their fine manners in adroit libertinism. They go their round of sin with well-cut apparel, and dangling jewelry, and watches of eighteen carats and kid gloves. They are refined, educated, magnificent villains. But that is the exception. It is generally the case that the criminal classes are as ignorant as they are wicked. For proof of what I say, go into the prisons and the penitentiaries, and look upon the men and women incarcerated. The dishonesty

in the eye, the low passion in the lip are not more conspicuous than the ignorance in the forehead. The ignorant classes are always the dangerous classes. Demagogues marshal them. They are helpless, and are driven before the gale.

It is high time that all city and State authority, as well as the Federal Government, appreciate the awful statistics that, while years ago, in this country, there was set apart 48,000,000 of acres of land for school purposes, there are now in New England 191,000 people who can neither read nor write, and in the State of Pennsylvania 222,000 who can neither read nor write, and in the State of New York 241,000 who can neither read nor write, while in the United States there are nearly 6,000,000 who can neither read nor write. Statistics enough to stagger and confound any man who loves his God and his country.

Now, in view of this fact, I am in favor of compulsory education. When parents are so bestial as to neglect this duty to the child, I say the law, with a strong hand, at the same time with a gentle hand, ought to lead these little ones into the light of intelligence and good morals."

THE most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and Blackboard, a teacher can instruct a class of *twenty* or *thirty* more *effectively* and *profitably*, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty* or *thirty times* as much work in all branches of study with these helps as he can do without them—a fact which school officers should no longer overlook.

TEACHERS owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time.

The time time pupils can spend in school slips away very fast, and so much is demanded now of men and women too, that the *most* must be made of these opportunities, and of the time pupils are in school.

HORSFORD'S ACID PHOSPHATE. Overworked Nervous Systems.

Dr EDWARD L. DUEK, Philadelphia, says: "I consider it valuable in overworked nervous systems."

THE tenderness of a friend, in whose hands our happiness is deposited, ought, at the gates of the tomb, in the same manner as in the beautiful days of our youth, to form our chief blessing; and everything most serious and solemn in our existence transforms itself into emotions of delight, when, as in the fable of the ancients, it is the office of love to light and to extinguish the torch of life.

KEEP the facts as to what our teachers are doing before the people. Most of the editors and publishers of the county papers are glad to hear of and to publish items in regard to the progress of the schools.

Our teachers are all the time creating an intelligent constituency for them.

Publish essential things—not gossip—not disputes about grammar—nor intricate, puzzling problems in mathematics. These nauseate. Nobody cares for them.

WITH proper culture and proper training and study on the part of our people, there will be an American Art commensurate with our idea and akin to this great continent; not an imitation, but a fresh, new growth.

An American Literature also must come with democratic freedom, democratic thought, democratic power—for we are not always to be pensioners of other lands, doing nothing but import and quote; a Literature with all of German philosophic depth, with English solid sense, with French vivacity and wit, Italian fire of sentiment and soul, with all of Grecian elegance of form, and more than Hebrew piety and faith in God.

SHALL the American nation go on in this work—or pause, turn off, fall and perish?

To me it seems almost treason to doubt that a glorious future awaits us.

Young as we are, and wicked, we have yet done something which the world will not let perish.

One day we shall attend more emphatically to the rights of the hand, and organize labor and skill; then to the rights of the head, looking after Education, Science, Literature and Art; and again to the rights of the heart, building up the State with its laws, Society with its families, the Church with its goodness and piety.

What is a cold in the head? Medical authorities say it is due to atmospheric germs, uneven clothing of the body, rapid cooling when in perspiration, &c. The important point is, that a cold in the head is a genuine *rhinitis*, an inflammation of the lining membrane of the nose, which, when unchecked, is certain to produce a catarrhal condition—for catarrh is essentially a "cold" which nature is no longer able to "resolve" or throw off. Ely's Cream Balm has proved its superiority, and sufferers from cold in the head should resort to it before that common ailment becomes seated and ends in obstinate catarrh.

If our readers will mention the fact when they drop advertisers a line of inquiry in regard to their wares—that they found the matter in *this JOURNAL*—it will be a benefit all round.

Advertisers wish to reach the best and most influential class of people and like to hear when and where an advertisement is seen.

EACH child of genius in the nineteenth century is born at the foot of the ladder of learning, as completely as the first child with the same bodily and spiritual nakedness; though of the most civilized race, with six or sixty thousand of years behind him, he must begin with nothing but himself. Yet such is the union of all mankind, that, with the aid of the present generation, in a few years he will learn all that mankind has learned in its long history—next, go beyond that, discovering and creating anew; and then draw up to the same height the new generation which will presently surpass him.

The twentieth year of the New England Conservatory of Music, Boston, which has just drawn to a close, has been the most successful in the history of that phenomenally successful Institution. Nearly 2300 pupils have received instruction in its several schools of music, art, oratory, languages, literature, piano and organ tuning, physical culture, etc. Every State and Territory, and many other countries have been represented in its halls. The ablest artists and teachers are in its faculty, and yearly additions are made from American and European sources.

ACCORDINGLY as a theocracy demands the education of priests, and an aristocracy that of the nobility and the gentry, so a democracy demands the education of all.

The aim must be, not to make priests and gentlemen of a few—a privileged class—but to make men of all. That is, to give a normal and healthy development to their intellectual, moral, affectional and religious faculties; to furnish and instruct them with the most important elementary knowledge; to extend this development and furnishing of the faculties as far as possible.

We are becoming more and more convinced that a reliable teachers' agency is the teacher's best friend. Without its aid it is almost impossible for a teacher to learn of suitable vacancies at any great distance, or to successfully push himself for a position, after he has found it. Without an offer from outside, the majority of teachers have little hope of having their present salaries increased. An Agency in Chicago has this year sent teachers from Maine to Idaho Territory, from Tennessee to Montana Territory, Wisconsin to Texas, Ohio to Connecticut and Louisiana, and been the means of increasing the salaries of such positions as the high school principalship of Detroit, Mich., to \$2,500, Indianapolis, Ind., to \$2,500, and ladies' salaries in Illon, New York, and Hornellsville, New York, from \$500 to \$800. This agency, the Teachers' Co-operative Association, 170 State street Chicago, has many features of superiority over all teachers' agencies in the country. Many teachers all over the country have received all the way from ten to forty dollars from it for reporting vacancies. This feature of paying for vacancies not only brings thousands of vacancies to them, but it awakens the personal interest and good will of every teacher connected with this Association.

THAT teacher, or that individual, will be most successful in any community, who can combine with others, and so utilize what of ability or strength, or of good they find already existing.

SCHOOL Boards contemplating changes can learn the address of the best Western and Eastern teachers, willing to make a change, from the Teachers' Co-operative Association, 170 State street, Chicago. Orville Brewer, Manager. We can assure all who write them of confidential and honorable treatment.

A teacher—graduate of University Bonn—with certificate of the German Government, wants a position either in a College, High School, or some established Institute.

Address Editor of the "AMERICAN JOURNAL OF EDUCATION," or Prof. F. A. Hess, Jonesburg P. O., Montgomery Co., Mo.

ALL the people like to read "rolls of honor"—punctuality, scholarship, obedience, studious habits, good manners—all these mean better citizenship—generosity, ability, and productive industry, just those elements of character which bring back to our tax payers *four fold the cost* of the school.

These things the people want to know about. This is the *real* work of the teacher—this work, well and constantly done, is what makes the service of every man and woman in the profession worth double what they are paid.

Publish these facts in the county papers.

No nation could be governed forever by the laws of its fathers, for it would not be free. Nations, being composed of men who are in their nature restless and changeable, cannot remain stationary and always the same. The dead have not the power to find, against their will, the living.

Each generation belongs to itself, and can no more bend the future than it can have been bound by the past. This is fact and right, and what is there to be said against the fact and the right? Nothing.

WHATEVER makes us either think or feel strongly, adds to our power, and enlarges our field of action.

HORSFORD'S ACID PHOSPHATE is a preparation of the phosphates of lime, magnesia potash and iron in such form as to be readily assimilated by the system. Descriptive pamphlet sent free.

Rumford Chemical Works, Providence, R. I.

The State Journal of Education of South Carolina says:

"We have no educational journal upon our exchange list that we esteem more highly than the *AMERICAN JOURNAL OF EDUCATION*. We admire the bold and valiant manner in which it speaks out for truth and right. The teacher has no warmer friend or more powerful exponent. The schools of our land are regarded as sacred institutions in the eyes of the *JOURNAL*. We regret the loss that the *JOURNAL* has sustained by fire, losing as it did the State and County reports for a period of twenty years. We wish the *JOURNAL* the prosperity it so richly deserves. Write J. B. Merwin, Managing Editor, St. Louis, Mo., for a sample copy. You will like it."



PROF. C. M. WOODWARD,
DIRECTOR OF MANUAL TRAINING
SCHOOL, WASHINGTON UNIVERSITY.

"Much upon this riddle runs the wisdom of the world."—SHAK.

PROF. C. M. WOODWARD stands to-day, perhaps, the most conspicuous—certainly the most effective and practical—leader of this new force of Manual Training in the Educational world—or rather in the curriculum of a modern University; and, while he ranks high as a classical and scientific scholar, he states the present status of Manual Training as follows:

"Unlike the old Universities, Washington University does not devote itself exclusively nor chiefly to ancient learning. As Huxley says, the soldier who is to do battle with full modern artillery must be armed with something more than the sword and shield of a Roman gladiator. A University should be as progressive as the age in which it lives. While conservative of the wisdom of the ancients, it must not stand still. A Medieval University in St. Louis would be a perplexing anomaly. To borrow a figure from Sir Lyon Playfair, we must continue to gather the flowers of Literature, but we must not send our students into the fields of this age, which is filled with the industrial spirit and nearly emancipated from the monastic and warlike spirits, so trained that they are likely in gathering the brilliant popples to push aside the wheat.

The University believes in recognizing and in meeting the reasonable demands of to-day. It aims at broad and not at narrow culture. Its liberal, generous spirit, in an age that is all too greedy for gain, is well expressed by these lines from a New England poet:

'The riches of the Commonwealth
Are pure, strong minds and hearts of health,
And more to her than gold or grain—
The cunning hand and cultured brain.'

CAN there be a more wretched economy than of the faculties of the soul? They were given us to be improved and expanded, to be carried as near as possible to perfection, even to be prodigally lavished for a high and noble end.

THE SCHOOL OF MINES at Rolla turns out another efficient class of graduates this year, who will do credit to the Institution and the State. The facilities furnished by this institution for Laboratory work insures very thorough drill in all the branches pursued in this Institution. In fact it is difficult to hold on to the young men who are educated in the School of Mines, at Rolla, till they graduate, there is so much demand for competent workmen. When a young man gets through with this Institution he is very sure to be competent in the branches he pursued.

Dr. Larned, of St. Louis, made the address at the Commencement Exercises, and it was said to be appropriate and inspiring. The theme discussed, was the "Progress of Scientific Discovery and the Application of These Discoveries to the Every-day Work of the World." Dr. Larned would handle such a theme with great ability.

THE beautiful is felt, it is not defined, it is everywhere; within us and without us, in the perfections of our nature and in the wonders of the sensible world; in the independent energy of solitary thought and in the public order of human societies; in virtue and in the passions; in joy and in tears; in life and in death.

AT length we must have a system of education which shall uplift the humblest, rudest, worst-born child in all the land; which shall bring forth and bring up noble men.

LET it be understood and remembered all the time, that it is what we don't know that limits and hinders and cripples us in our work in all directions. We are not over-educating in this country yet, by any means.

Intelligence lifts up and inspires all the time to greater effort in all directions.

How impoverished is the existence of those who content themselves with abstaining from doing evil, and treat, as weakness and delusion, the source of the most beautiful deeds and the most noble conceptions!

From mere vanity they imprison themselves in obstinate mediocrity, which they might easily have opened to the light of knowledge which everywhere surrounds them; they sentence and condemn themselves to that monotony of ideas, to that deadness of feeling, which suffers the days to pass, one after another, without deriving from them any advantage, without making in them any progress, without treasuring up any matter for future recollection.

SEND to Dr. Richard Edwards, State Supt., of Illinois, for his circular on "Teachers' Institutes," and you will get some new and enlarged ideas of their value and importance.

THE *New England and National Journal of Education*, Boston and Chicago, in an editorial notice of a late issue said:

"When the suffering South shall have received aid from a generous national treasury, the credit therefor will be largely due to J. B. Merwin, Esq., editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis who has devoted more space and time to this question than all other Journals combined. We bid him a hearty God-speed in his work, doing all we can in all the ways we can to aid in this great movement."

THE way to dispose of the surplus to the best advantage is to distribute it for schools as proposed in the bill for Federal Aid to Education.



How to Cure Skin & Scalp Diseases with the CUTICURA REMEDIES.

TORTURING, DISFIGURING, ITCHING, scaly and pimply diseases of the skin, scalp, and blood with loss of hair, from infancy to old age, are cured by the CUTICURA REMEDIES.

CUTICURA RESOLVENT, the New Blood Purifier, cleanses the blood and purifies the system, sustaining elements, and thus removes the cause.

CUTICURA, the Great Skin Cure, instantly allays itching and inflammation, clears the skin and scalp of crusts, scales and sores, and restores the hair.

CUTICURA SOAP, an exquisite Skin Beautifier, is indispensable in treating skin diseases, baby humors, skin blemishes, chapped and oily skin. CUTICURA REMEDIES are the great skin beautifiers.

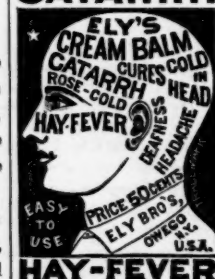
Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT 50c. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

THE Arkansas State Teachers' Association, Lonoke, discussed Federal Aid to Education to some purpose.

The address of Hon. Frank J. Wise on this topic was convincing and overwhelming, and petitions will go up numerous and strong from the teachers and educators of Arkansas that the surplus shall be disposed of in this way.

CATARRH



ELY'S CREAM BALM

Cleanses the Head. Allays Inflammation. Heals the Sores. Restores the Senses of Taste, Smell, Hearing. A quick Relief.

HAY-FEVER A Positive Cure. A particle is applied in each nostril and is agreeable. Price 50 cents at Druggists; by mail, registered, 60 cents. Circulars free. ELY BROS., Druggists, Owego, N. Y.

ELEGANT SHAPE, HEALTH and COMFORT

Perfectly Combined in **MADAME FOY'S** Skirt Supporting **CORSET.**

It is one of the most popular and satisfactory in the market. For sale by all leading dealers.

Price by mail \$1.50. **FOY, HARMON & CHADWICK**, New Haven, Conn.



SCHOOL MANAGEMENT.

BY J. BALDWIN, PRESIDENT SAM HOUSTON NORMAL INSTITUTE.

[As the edition of the JOURNAL containing this excellent article by President Baldwin, was long since exhausted, we republish it at the request of a large number of teachers from several of the Western and Southern States.—Eds].

SCHOOL APPARATUS.

School apparatus embraces all those instrumentalities used for the purpose of illustration in the lessons taught. Tools are not more important to the mechanic or farmer, than school apparatus is to the teacher. The good teacher is skillful in the use of it, or becomes so, and it more than doubles his efficiency.

The district school set of implements, alone, is here considered. Schools of a higher grade are usually well supplied with apparatus. Only in district schools, where apparatus is most needed, do we find a lamentable destitution of it.

I. THE BLACKBOARD HEADS THE LIST.

In all branches of study the *Blackboard* is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

EXTENT.—The board should extend around the room, and should be from three to five feet wide. The bottom of the board should not be more than three feet from the floor. The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much blackboard surface in the school room.

MATERIAL.—Liquid slating is preferred by many to slate. Placed on a smooth plaster Paris wall, or a board, it gives entire satisfaction. *Slated paper*, attached to the wall, answers admirably. The superiority and cheapness of liquid slating have caused the disuse of all other materials. Liquid slating may be had of all leading dealers in school apparatus.

ERASERS.—During recitation, each member of the class should have an eraser. For a trifling outlay you can secure a sufficient number of the very best erasers.

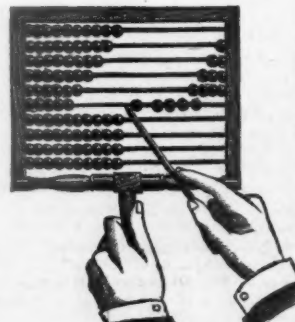
CRAYON.—The common cheap crayon gives the best satisfaction. If the erasing is done slowly, and with a downward motion of the eraser, the dust is not seriously offensive. Pupils need to be trained to erase properly.

USE OF BLACKBOARD.—The least competent and most obscure teachers use the board in mathematics. The skillful teacher uses it in all recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography maps are drawn on the blackboard and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface, than the farmer will attempt to farm without a plow.

II. READING APPARATUS.

Illustrated reading charts, slates and blackboards are all that are needed. To interpret and illustrate the lessons, every available object will be marshaled into service.

III. MATHEMATICAL APPARATUS.



NUMERAL FRAMES.

Form and number must be taught to children concretely. Every step must be first taken objectively. Interest, clear ideas and culture of the perceptive faculties result from this method.

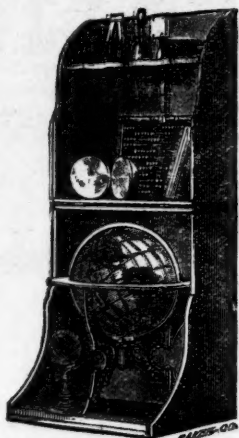
GEOMETRICAL FORMS.—These can be made by teacher and pupils, but it is better to secure a box of accurately made forms. These forms are of great value in illustration.

The numeral frame is of great value. Addition, subtraction, multiplication and division. The whole class watch the movement of the balls with interest. It should have a place in every school.

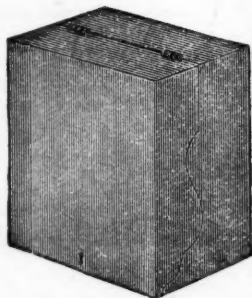
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